



# **Foxton Primary School**

## **Early Years Foundation Stage Policy**

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Reviewed by:	Lucie d'Huedieres
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Signed:	

## **Early Years Foundation Stage Policy**

### **Introduction**

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school, all children can join us from four years old in the Foundation Stage, and the compulsory schooling begins at the start of the term after a child's fifth birthday. We aim to empower children with the necessary skills and understanding to give them the best possible start in life.

Foxton school is an inclusive school, we aim to ensure that particular groups of pupils are not disadvantaged at school by promoting their engagement, participation and success (for further details on inclusion, see our Equality and Diversity Information and Objectives). Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The early years education that we offer our children is based on the following principles, that:

- children are safe and happy
- no child is excluded or disadvantaged
- the curriculum is broad, ambitious and takes into account children's interests within a stimulating environment
- the curriculum is taught in a logical progression from the child's starting point
- progress in learning for all children is relative to their starting point

### **Aims of the Foundation Stage**

The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, and developing children's:

- Personal, Social and Emotional development
- Communication and Language
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

As Early Years practitioners, we plan and develop the children's learning environment and experiences around this framework to create a holistic and ambitious curriculum. This includes the teaching of synthetic phonics, singing songs and rhymes, learning through play, circle times and regular maths, literacy and topic lesson inputs. A principle aim of the Foundation Stage is to ready the children for Key Stage 1, where they learn from the National Curriculum.

- The Characteristics of Effective Learning are woven into our teaching and learning and underpin how we reflect each child's development. These characteristics include:

- Playing and Exploring – children investigate and experience things and ‘have a go’
- Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy making achievements
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Children learn through play by exploring and making sense of the world. They practise and build up ideas, learn how to self-regulate, and develop an understanding for the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe environment. They develop a positive attitude to learning and are encouraged to become autonomous in their learning and internally motivated.

At Foxton School, we believe in these key principles:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- Teachers know how children develop and learn, and how this affects their teaching
- A range of approaches are used that provide first-hand experiences to develop play and talk or other means of communication
- The carefully planned curriculum helps children achieve the Early Learning Goals by the end of the Foundation Stage
- Provision enables children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- Children are encouraged to communicate and talk about their learning, and to develop independence and self-management
- Appropriate and accessible indoor and outdoor space, facilities and equipment
- Identification of progress and future learning needs through observations, which are regularly shared with parents
- Good relationships between our school and the settings that our children experience prior to joining our school
- Regular monitoring and self-evaluation of provision

## **Assessment**

At Foxton, we administer the Reception Baseline Assessment (RBA) at the start of the children's Reception Year. This assesses the children in two key areas: Mathematics, and Literacy, Communication and Language. The RBA is a standardised assessment introduced in 2021 to inform national data monitoring. We also assess the children using the EYFS Framework (2021) throughout the year. This culminates in Early Learning Goals (ELG), the checkpoints to which are called the EYFS and ELG flags. We monitor the children's progress through observations of the children's learning on Tapestry, group observations, child-

and adult-led activities in books, and half-termly phonics assessments. Tapestry observations are visible to parents from the start of the year. We use our professional judgement to combine the information we collect into termly summative data on the 17 ELGs. We share with parents a report that documents the children's attainment, progress and attitude to learning at the end of the year, along with the Learning Journeys that will be downloadable from Tapestry.

To gain a holistic view of each child, we gather viewpoints and evidence from a range of adults in their lives: parents, carers, teachers, teaching assistants, lunchtime staff, afterschool club staff, child minders, and external agencies such as SEND Services where appropriate.

Should your children present with Special Education Needs or Disabilities (SEND), we may use additional assessment tools to monitor and track your child's progress in a more appropriate way. For further information, see our SEND Policy.

## **The role of parents**

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role in educating their child. We ask parents to continue to support their children during their Reception year with regular reading of phonics books to develop their word reading skills, library books to develop their love of reading, and Mathematics to support their mathematical development.

There are formal meetings for parents in the autumn and spring terms at which the teachers and the parents discuss the child's progress. However, there is an open-door policy in our school and we welcome parents to come in should they want to look at books, talk to the teachers about their child's progress or share any concerns they may have.

## **Transition**

To help with transition to school:

- Parents are invited to an induction meeting
- Parents are encouraged to follow this up with conversations with staff if there are particular concerns or considerations around provision for their child
- Children are invited into school for a morning in the summer before they join to become familiar with their new classroom, classmates and teachers
- In September, children start part-time over the first two weeks of term to provide a gentle transition
- An open door policy enables parents to talk to the child's teachers if there are any concerns on a daily basis if necessary
- There is regular communication with home through the child's school reading diary, weekly newsletters and a message board outside of the classroom

- Parents are invited to a meeting during the first half of the autumn term to introduce routines and to help with understanding the teaching of the curriculum

To facilitate the children's transition into Year 1 we:

- Hold class assemblies in Class 2 throughout the year so that the children can familiarise themselves with the environment and teacher
- Have shared play times throughout the year on the Key Stage 1 playground
- Hold Buddy Group assemblies, which sorts all children in the school in mixed-age groups
- Assess the children's readiness for the Year 1 expectations and decide upon the best environment for them to experience Year 1: Class 1 or Class 2 (for further details, see Appendix 1)
- Hold transition meetings with the Class 2 team of teachers and teaching assistants
- Facilitate cross-Key Stage learning, such as in phonics, where appropriate

## **Health and safety**

In order to safeguard the safety and security of the children in Class 1:

- All members of staff and all volunteers are DBS checked
- All members of staff working in Class 1 have First Aid training
- Risk assessments are made for all class trips
- Individual Care Plans are created with parents in the event of a child needing regular intimate care

For further information, see our Health and Safety Policy.